APRU Equity Plan Support

Assessment Unit	V.G Equity Planning and Support
Dept - (IIS) French	
Dept - (IIS) German	
Dept - (IIS) Hindi	
Dept - (IIS) Intercultural Studies	
Dept - (IIS) International Studies	
Dept - (IIS) Italian	
Dept - (IIS) Japanese	
Dept - (IIS) Korean	
Dept - (IIS) Mandarin	
Dept - (IIS) Persian	
Dept - (IIS) Russian	
Dept - (IIS) Sign Language	
Dept - (IIS) Spanish	N/A
Dept - (IIS) Vietnamese	
Dept - (IIS) Women's Studies	
Dept - (B/CS) Accounting	
Dept - (B/CS) Automotive Technology	We have paid for our equity work from our B budget. Increase B budget.
Dept - (B/CS) Business	
Dept - (B/CS) Computer Information Systems	Offer a linked course between mathematics and a beginning programming course. Assistance is needed in setting up such a program starting from the point of what discipline would be willing to work with us and how do we ascertain what pairing up of courses would result in the best outcome for students. One-on-one tutoring. We need assistance from student Success Center.
Dept - (B/CS) Design & Manufacturing Technologies	At this time our department meetings have determined that more equity planning in our program needs more instructor collaboration, not funds. As we move forward and develop more strategies such as update / establish success centers and other small group individual learning environments.
Dept - (B/CS) Real Estate	
Dept - (BHES) Biology	Our equity planning will allow us to provide students with greater opportunity at hands on experience through laboratory activities and to review course material outside the traditional classroom environment in the resource center and tutoring sessions leading to increased student success and retention and will enable us to decrease the equity gap while continuing to increase our enrollment in the targeted student populations.
Dept - (BHES) Environmental Studies	Evaluation of the departments needs has revealed that there are some losses in providing books to students to use in the SRC to ensure equitable resources. Despite the losses the department continues to support this program. Having our division counselor has been helpful (the position was filled in Jan. 2016), however training opportunities would benefit the faculty in the department to have a better understanding of what they can do to create inclusivity in their classes.
Dept - (BHES) Health	

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Dept - (BHES) Health Technologies	The department needs an additional full time faculty member.
Dept - (BHES) Medical Laboratory Technician	For the program to grow, more classroom space is needed as well as more faculty to teach students for effectively and more hands on experience during their training. More exposure students have to laboratory techniques the more likely they are to be successful in their course work and jobs.
Dept - (BHES) Nursing	
Dept - (CA) Art	Not at this time
Dept - (CA) Dance and Theater	
Dept - (CA) Euphrat Museum of Art	Since the Euphrat has just one full time staff position and that staff person has to raise 82% of her salary plus all other museum and program expenses in addition to directing the museum and the Arts & Schools outreach program, these major responsibilities challenge and stretch to the limit what she is able to accomplish and add to the equity initiatives. An equity office intern dedicated to collaborative Euphrat/equity programming and events would be a great asset.
Dept - (CA) Film/Television	
Dept - (CA) Music	Based on data from Instructional Research from the 2014-15 year, our "most vulnerable" student cohort appears to be African American students whose success rates are below the 60% threshold. We have described some of our specific responses to this concern earlier in section III of this report. The department has seen significant improvement in overall student success rate among all students, including students in targeted groups. During the most recent year for which data are available, the success rate for targeted students in Music rose from the previous 61% level to 67%, which is virtually the same now as the college rate. Department faculty have tried to understand the low overall success rates among the African American student cohort. Two years ago we sought to get help in two ways — a potentially more granular analysis of where students are not succeeding, and some assistance from others on campus as we try to understand the issue more clearly and find effective strategies. Unfortunately, we were unsuccessful in obtaining that assistance. We are going to look for that help once again this year. It is our plan to ask for assistance from the Equity Office, perhaps leading to equity related workshops for department faculty. As an alternative, faculty may seek to attend other equity workshops and programs as a group. We also will ask for consulting help specifically related to practices shown to be effective in music programs. We are certain that funding for tutoring help would increase the potential for success among our students. Restoration for open labs would also give students who need it additional time to work on class projects, particularly in labs with specialized equipment that many students cannot afford on their own. The early cancellation and FTEF elimination policy, coupled with other losses of FTEF, with the attendant focus on cancelling classes that are less than completely full has led to the elimination Music 58: African Percussion, Music 1E: Introduction to Music: Latin America and the Caribbean — both of which were primary courses addressing issues of diversity in our discipline and both of which attracted significant numbers of students from targeted groups.
Dept - (CA) Photography	Not at this time.
Dept - (CE) Planetarium	
Dept - (CE) Short Courses	
Dept - (LA) English	We need to develop a more robust, and user-intuitive English website with sample essay assignments, essays, and explanations about the standards for each level of composition we offer (from two levels below transfer to our three transfer levels) as well as the ELIT courses

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Dept - (LA) English	we offer. This would help not only students, particularly our underserved targetted students, but also instructors better understand the distinctions between the courses. It would help students understand which course more appropriately accommodates their skill level, and also help build a community of evaluation practices within the department. As a department, faculty have worked for several years on clarifying and coming up with clear models for essay assignments, essays, and explanations of standards for our 200 and 211 (basic skills levels) through those levels' portfolio review process. As a department, we are now working on doing such clarification and coming up with models in our transfer level composition courses (1A, 1B, 2, and 1C). We would like to have assistance from a professional website builder with improving the visual layout, site organization, and user-intuitivity. ETS is supposed to provide this kind of support but currently is understaffed.
Dept - (LA) English as a Second Language	We'll need stipends of $150 for adjunct faculty to fully participate in departmental equity planning and implementation.
Dept - (LA) Journalism and Mass Communication	Faculty will need continuing help with equity planning to stay up-to-date on requirements.
Dept - (LA) Language Arts	
Dept - (LA) Linguistics	
Dept - (LA) Readiness Program	
Dept - (LA) Reading	
Dept - (LA) Speech Communication	
Dept - (LRC) Distance Learning	
Dept - (LRC) Library (Hybrid)	The initial deployment of 1 high speed digital scanner has proven to be a success with nearly 5,000 pages scanned in the first 5 months of use. Two additional scanners are requested for placement in the main library building. The Library has much higher foot traffic and this location will make it easier for students to scan course materials selectively.
Dept - (LRC) Student Success Center (Hybrid)	
Dept - (PE) Athletics (Hybrid)	The success of the FAST program emphasizes the need for additional classroom space and a resource center for student-athletes in Physical Education and Athletics. Also, students indicate that they prefer laptops/computers. They have asked for laptops that can be checked out over night, a set of common texts used for math classes, book vouchers and snacks. Support in aforementioned areas should be further investigated. We would also like to discuss the possibility of adding a permanent hourly position for the coordinator of the FAST program as continuing this program with the same coordinator would be best for the continuity and growth of the program. In addition supporting additional teams and tutorial support could occur in the future if a larger facility could be secured. We need help securing and supporting the peer tutors that we have. Currently, the training schedule for peer tutors conflicts with practice times for athletes. Lastly, if we do intend to expand the program a name change would be warranted.
Dept - (PE) Massage Therapy	Funding for a supervisor for a practice area for students outside of normal class hours is being requested from Perkins. However, long term funding would be requested from the Equity sources after three years if the pilot program is successful.
Dept - (PE) Physical Education	
Dept - (PSME) Astronomy	
Dept - (PSME) Chemistry	Currently the department does not have an equity plan and we have only recently become aware of the PSME Division equity plan. We have, however, taken some steps to address the differences in our student populations. Currently, Dr. Subramaniam and Dr. Woodbury are involved with a multidisciplinary collaboration through the IMPACT-AAPI grant with Jeff Schinske (Biology) to improve the success rate among Asian American and Pacific Islander students. Dr. Cinzia Muzzi also participates in science out reach and bilingual literacy

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Dept - (PSME) Chemistry	through volunteer work at San Mateo county elementary school. Finally, in order to enable access to essential resources our department has already made available to students a free lab manual, thereby saving students an average of $100/yr. In addition, we are currently exploring the possibility of providing students free access to a textbook provided by OpenStacks. This will save each student an additional $200/year. The department would certainly like to do more in terms of equity planning and outreach, but given that our current faculty are stretched very thin with teaching and department responsibilities we have difficulty in accomplishing additional equity planning and outreach.
Dept - (PSME) Engineering	
Dept - (PSME) Geology	
Dept - (PSME) Mathematics	
Dept - (PSME) Meteorology	
Dept - (PSME) Physics	
Dept - (SSH) Administration of Justice	No request for resources at this time.
Dept - (SSH) Anthropology	A Flex Day each quarter (not just once a year) – a mandatory day for faculty to dedicate towards equity Monetary compensation for adjunct faculty to attend meetings, workshops and participate in Equity work. Monetary reward for exemplary work done by faculty. This will encourage them come up with innovative strategies.
Dept - (SSH) California History Program (hybrid)	
Dept - (SSH) Child Development	To evolve the culture of equity mindedness at the Department level, it requires the participation of all faculty. Funds are needed to incentivize adjunct faculty participation on peer work, courageous CDE community dialogue and sessions to share equity practices. The department would benefit from the review of its equity plan or strategy and the development of an equity core team to help advance student equity and success.
Dept - (SSH) Economics	Based on our review of our planning and implementation progress, we have identified the following areas of growth and need for support: 1. We need additional resources in terms of peer mentors and teaching assistants in the classroom to have more in class group activities and to facilitate our efforts to promote equity and safe environment in the classroom. These resources can go a long way towards encouraged a wider participation of faculty in the division effort to promote equity. 2.Resources needed to achieve this new plan include support for faculty training as well as mentor training (peer mentor support that could be implemented following the model of the LEAD program). 2. Lack of adequate printing budget for our faculty has dampened our efforts to achieve optimum outcome. Faculty is unable to print adequate amount of handouts or end up spending their own funds, which clearly violates equity principles at the faculty as well as students' level. 3.We would need access to individual faculty data to analyze how our efforts are impacting our most vulnerable students, which will help deepen our thread around cultural change.
Dept - (SSH) Education	
Dept - (SSH) Geography	
Dept - (SSH) History	B-Budget funds are requested for more diversity posters and maps in the future (please see section III.D. -- Departmental Equity Planning and Progress). In addition, please see equipment requests above (in sections V.E.2 & V.E.3), for a student computer lab in the Social Science and Humanities Division. Please also note the request for augmented conference funding (in section III.D).

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Dept - (SSH) Humanities	
Dept - (SSH) Paralegal Studies	No
Dept - (SSH) Philosophy	
Dept - (SSH) Political Science	We request part-time faculty receive compensation for assessments and stipends for participation in our annual equity retreat. We'd also like to provide food for our departmental equity retreat.
Dept - (SSH) Psychology	
Dept - (SSH) Social Science	
Dept - (SSH) Sociology	As mentioned above, C.A.R. conversations have called attention to the need to secure technology for project based learning and active learning approaches within our classrooms to reduce the equity gap. However these approaches are only effective if students have equal access to resources. Because of the digital divide, many students have internet access only through their cell phones, if at all. Some students use their phones to compose essays for class. This is how the ipads and laptops mentioned above, not to mention the social science computer lab, can greatly impact student success rates and help our department narrow the equity gap.